

AN EVALUATION OF THE MATERIALS COLLECTION OF THE
SPELMAN COLLEGE LIBRARY, ATLANTA, GEORGIA

A THESIS
SUBMITTED TO THE FACULTY OF ATLANTA UNIVERSITY
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IN LIBRARY SERVICE

BY
HULDA A. WILSON

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CHAPTER I

INTRODUCTION

Academic communities are constantly changing their curricula in order to meet and keep up with the changes in the world about them.

"The process by which this change takes place appears to be continuous and inevitable so long as there are vitality and change in the college and in the society it serves."¹ The college library serves best when it changes its program to coincide with the change being made in the college curriculum.

Purpose and Scope

The purpose of this study is to make an objective and critical evaluation of the materials of the Spelman College Library during the 1961-1962 academic year. This was done in terms of the library's aims to serve the instructional needs of the students and faculty. Conclusions were drawn and recommendations made for the improvement of the collection.

Significance

An evaluation of the materials collection at Spelman College in terms of the objectives of the college will help to reveal the extent to which the library is functional. It is hoped that this study will

¹

Guy R. Lyle, The Administration of the College Library (New York: The H. W. Wilson Co., 1961), p. 2.

provide information that will prove helpful in the future growth and development of the library and be instrumental in stimulating interest among the administrative officers and faculty in developing the materials collection of the Spelman College Library.

Methodology

Interviews were held with the librarian to supplement information gathered during the past academic year. The college publications along with Read's The Story of Spelman College¹ were used to obtain the aims and objectives and the history of the college. The Southern Association of Colleges and Secondary Schools, Commission on Colleges and Universities, The Classified List of Reference Books and Periodicals for College Libraries² was used to evaluate the reference book collection and periodicals. Jordan's "750 Desirable 1958 Books For The Lower-Division College Library"³ and "750 Desirable 1959 Books For The Lower-Division College Library"⁴ along with Jones' "One Thousand 1960 Books For The Lower-Division College Library"⁵ were used as guides for

¹ Florence M. Read, The Story of Spelman College (New Jersey: Princeton University Press, 1961).

² The Southern Association of Colleges and Secondary Schools, Commission on Colleges and Universities, The Classified List of Reference Books and Periodicals For College Libraries (Atlanta, Georgia: The Association, 1955).

³ Robert T. Jordan, "750 Desirable 1958 Books For The Lower-Division College Library" (Taft, California: Taft College, 1958).

⁴ Robert T. Jordan, "750 Desirable 1959 Books For The Lower-Division College Library" (Taft, California: Taft College, 1959).

⁵ Robert C. Jones, "One Thousand 1960 Books For The Lower-Division College Library," in College and Research Libraries, XXII (March, 1961), 101-124.

evaluating the general book collection. Lyle's The Administration of the College Library¹ and The American Library Association's "Standards for College Libraries"² were used to evaluate the audio-visual and non-book materials. The shelf-list file was checked to find out the number and proportion of titles and books in each subject area as classified by the Library of Congress. The proportion of duplicates in each subject area was also determined.

A History of the College

Spelman College was founded in 1881 by Miss Sophia B. Packard and Miss Harriet E. Giles.³ The Women's American Home Mission Society of New England sent Miss Packard to study conditions among the freedmen of the South. She became ill while on her mission and sent for her friend Miss Giles to come and help her. The two women became interested in helping to better the conditions under which Negroes were living, especially Negro women. The two women returned to Boston determined that something must be done for Negro women in the South.

At first the idea of establishing a school seemed impractical because of a lack of funds.

The matter was laid before the First Baptist Church of Medford. The congregation voted unanimously in favor of establishing the school and gave \$100 in cash and pledges towards the enterprise.

¹

Lyle, op. cit.

²

"Standards For College Libraries," College and Research Libraries, XX (July, 1959), 273-280.

³

The Spelman College Bulletin, Catalogue Issue, 1960-1962, with Announcements for 1962-1964. (Atlanta, 1962), p. 8.

With this encouragement and support, Miss Packard and Miss Giles gave up their work in Boston and started South.¹

Through Rev. Joseph T. Robert, President of the Atlanta Baptist Seminary (now Morehouse College), they met Rev. Frank Quarles, pastor of Friendship Baptist Church who offered the basement of Friendship Baptist Church to start a school. "...Miss Packard and Miss Giles opened the school in Atlanta on April 11, 1881, in the basement of Friendship Baptist Church. There were eleven pupils, mainly women out of slavery, who were eager to learn to read the Bible and to write well enough to send letters to their children."²

Mr. John D. Rockefeller became interested in the school in 1882 after attending a meeting in which Miss Packard and Miss Giles spoke to tell others of their plight with the school. Not only did he and his family contribute money and time to the school but he encouraged others to do likewise. In 1884 the name was changed to Spelman Seminary, in honor of Mrs. Rockefeller's mother.

"In 1888 the school was legally organized with a charter and board of trustees."³ By 1891 the school had grown from eleven pupils to 800 pupils and thirty teachers, and property valued at \$90,000. "The first college degrees were granted in 1901. The name was changed to Spelman College by amendment to the charter in 1924."⁴

Spelman College has been affiliated with Atlanta University since April 1, 1924. Under this arrangement, Atlanta University, Morehouse College, and Spelman College are affiliated in a university plan, the

1

Ibid.

2

Ibid.

3

Ibid., p. 11.

4

Ibid., p. 14.

graduate and professional work is carried on by Atlanta University, the college and pre-professional work is done by Morehouse College and Spelman College.

There have been five presidents since the establishment of Spelman College including Dr. A. E. Manley who was elected by the Board of Trustees in 1953.

The general aim of Spelman College according to the Spelman College Bulletin is stated below:

It is the aim of Spelman College to provide, within a limited scope and with a relatively small number of students, as good educational facilities as are available in any college of liberal arts. To that end, emphasis is placed on courses in fundamental subjects in the humanities, science, languages, and fine arts. Attitude toward life is considered of more importance than the mere acquisition of knowledge. Knowledge must be lighted with insight if the student is to relate her learning to the facts and realities of life. Added knowledge should go hand in hand with practical application of knowledge; straight, courageous thinking, with honesty, clean living, thorough-going mastery of the task in hand, kindness and helpfulness to one's neighbors, on the campus or in the community.¹

Curriculum

Major courses may be chosen from the following departments:

| | |
|-------------------------------|----------------------------|
| Art | History and Social Science |
| Biology | Home Economics |
| Chemistry | Mathematics |
| Drama | Music |
| Economics | Political Science |
| English | Psychology |
| French | Sociology |
| Health and Physical Education | |

With the exception of Home Economics and Health and Physical Education, minors may be selected from the above named fields and Education and Spanish.²

¹ Ibid., p. 7.

² Ibid., pp. 36-37.

Spelman College is a member of the Southern Association of Colleges and Secondary Schools. The College is also on the approved list of the Association of American University Women.¹

History of the Library

The library of the college was established approximately ten years after the college was founded.

Quarles Memorial Library came into being in 1891-92. The dues of five cents a month paid by members of the Educational Society, started in the Basement School in 1881, had been accumulating with interest. It was decided to use this money toward a better library. A large room in Packard Hall, therefore, was fitted up; the books were moved and reclassified according to the Dewey system. By 1897, the library had grown from 2,000 to 3,000 volumes. The library furniture ordered by Miss Packard-'her last act before leaving Atlanta'-was installed.²

The development of the library involved continued effort by Miss Packard in soliciting materials from various sources.

...she solicited books from friends and publishers, and purchased them as funds permitted. The reading-room with substantial shelves on the first floor of Packard Hall, named the Quarles Memorial Library, was attractive but both the space and the book collection were inadequate for college work.

Pending a new library building, the south end of the ground floor of the Laura Spelman Rockefeller Building, was made into reading room and stacks. By the purchase of steel library shelves and of cork covering for the concrete floor, the place was transformed.³

The students and teachers moved the collection from Packard Hall across the campus to Laura Spelman in two hours.

The new reading-room had accommodations for seating 50 students; and contained the reference books, newspaper and magazine racks and

1

Ibid., p. 7.

2

Read, op. cit., pp. 125-126.

3

Ibid., p. 216.

the card catalog. The adjoining stack room held steel shelves with a capacity of 12,000 volumes. Sums of \$2,500 and \$2,900 were spent for books in the following years.¹

In June, 1930, the General Education Board announced a gift of \$450,000 for the purpose of erecting a library for Atlanta University and the affiliated colleges. The site was on Chestnut Street between Spelman and Morehouse College.² Prior to the dedication in April, 1932, the books from the Spelman College Library were moved to the main library.³ It was decided that the affiliated colleges would still have libraries to accommodate freshmen and sophomores of the respective colleges.

After the affiliation, the reading-room was moved in 1942 from Laura Spelman Rockefeller Memorial Building to the second floor of Giles Hall and the books were reclassified according to the Library of Congress Classification Scheme. In the fall of 1943, Mrs. M. H. Mickelbury became librarian and has held that position to the present time. The book collection has grown from 342 books to more than 9,000 volumes.⁴

¹

Ibid., p. 217.

²

Ibid., p. 243.

³

Ibid., pp. 244-245.

⁴

Interview with Mrs. M. H. Mickelbury, Librarian, Spelman College, Atlanta, Georgia, June 27, 1962.

CHAPTER II

QUANTITATIVE MEASUREMENTS

Quantitative measurement is often used as a means of evaluating a library collection although it is not one of the best methods. Lyle contends, "The adequacy of the college library's book collection cannot be measured in quantitative terms."¹ Securing the information is one of the chief difficulties. McDiarmid states:

Often, duplication must be estimated, and if the information is obtainable, it usually entails a careful tabulation of the shelf list, in order that duplicate copies may not be confused with additional volumes of a set.²

Quantitative measurements do indicate whether the collection consists of many titles or many copies of duplicates. For this reason it is used in this evaluation.

Number and Proportion of Titles and Books in Each Subject Area

There is no satisfactory formula for estimating the number of duplicates in a library. Various libraries adopt different policies for the purchase of duplicate copies. Perhaps the most widely used formula by college libraries is the ratio of one book for each 10 students.³

¹ Lyle, op. cit., p. 399.

² E. W. McDiarmid, Jr., The Library Survey (Chicago: American Library Association, 1940).

³ William M. Randall and Francis L. D. Goodrich, Principles of College Library Administration (Chicago: American Library Association and The University of Chicago Press, 1936), p. 99.

The number of copies available should be sufficient to enable students to study without difficulty. The shelf-list file of the library was checked to determine the number of titles and the number of volumes in the library and to determine what per cent of the collection is made up of duplicates.

Table 1 shows the number and proportion of volumes and/or titles held by the library during the 1961-1962 academic year arranged by subjects. Exclusive of fiction and juvenile literature the areas in which the most titles are contained are English and American literature with 9.51 per cent, American history (including Negro history) with 8.72 per cent and European and miscellaneous history with 8.42 per cent. The areas of German, Slavic and Teutonic languages with .28 per cent and agriculture, plant and animal industry with .36 per cent contained the least number of titles in the collection.

From the figures given in Table 2 the areas of English and American literature, American history (including Negro history), European and miscellaneous history and philosophy are the strongest subject areas in which the library is equipped to serve students pursuing majors and minors. The areas of English and American literature have the largest representation in the general book collection. This emphasis can be attributed to the large number of courses offered in English. German, Slavic and Teutonic languages and agriculture, plant and animal industry are the weakest areas in the collection. Because the college is for women and offers a liberal arts education these two areas are not of prime importance.

TABLE 1

NUMBER AND PROPORTION OF TITLES AND VOLUMES HELD BY
THE LIBRARY, 1961-1962 ARRANGED BY SUBJECTS

| Classes | Number of Titles Held | Per Cent of Collection | Number of Volumes | Per Cent of Collection |
|---|--------------------------|---------------------------|----------------------|---------------------------|
| General Works | 74 | 0.86 | 77 | 0.85 |
| Philosophy and Religion | 719 | 8.32 | 777 | 8.54 |
| European and Miscel- laneous History | 729 | 8.42 | 775 | 8.52 |
| American History (Including Negro) | 754 | 8.72 | 770 | 8.46 |
| Geography and Anthro- pology (Physical Education, Sports) | 389 | 4.50 | 394 | 4.33 |
| Social Studies | 628 | 7.26 | 662 | 7.27 |
| Political Science | 264 | 3.05 | 278 | 3.05 |
| Education | 600 | 6.94 | 630 | 6.92 |
| Music | 198 | 2.29 | 204 | 2.24 |
| Fine Arts | 220 | 2.54 | 227 | 2.49 |
| Law | 12 | 1.39 | 12 | 0.13 |
| Classical Litera- ture and Language | 120 | 1.39 | 140 | 1.54 |
| Romantic Language and Literature | 312 | 3.61 | 361 | 3.97 |
| German, Slavic and Teutonic Languages | 24 | 0.28 | 27 | .30 |
| Literary History and Collections | 330 | 3.82 | 339 | 3.72 |
| English and American Literature | 822 | 9.51 | 845 | 9.28 |
| Fiction and Juvenile Literature | 1128 | 9.30 | 1184 | 13.01 |
| Physical Sciences | 431 | 4.99 | 462 | 5.08 |
| Medicine | 344 | 3.98 | 354 | 3.89 |
| Agriculture, Plant and Animal Industry | 31 | .36 | 34 | .37 |
| Home Economics and Technology | 406 | 4.70 | 435 | 4.78 |
| Naval Science | 24 | 2.78 | 24 | 0.26 |
| Bibliography and Library Science | 86 | 0.99 | 90 | .99 |
| Total | 8645 | 100 | 9101 | 99.9 |

Proportion of Duplicates in Each Subject Area

Table 2 shows the proportion of duplicates held by the library during the 1961-1962 academic year. Out of a total of 9,101 volumes in

TABLE 2

NUMBER AND PER CENT OF DUPLICATES HELD BY THE
LIBRARY, 1961-1962 ARRANGED BY SUBJECTS

| Classes | Number of Volumes Held | Number of Duplicates | Per Cent of Volumes That Are Duplicates |
|--|---------------------------|-------------------------|---|
| General Works | 77 | 2 | 2.60 |
| Philosophy and Religion | 777 | 58 | 7.46 |
| European and Miscellaneous History | 775 | 46 | 5.94 |
| American History (Including Negro) | 770 | 16 | 2.29 |
| Geography and Anthropology (Physical Education, Sports) | 394 | 5 | 1.27 |
| Social Studies | 662 | 34 | 5.14 |
| Political Science | 278 | 14 | 5.04 |
| Education | 630 | 30 | 4.76 |
| Music | 204 | 6 | 2.94 |
| Fine Arts | 227 | 7 | 3.08 |
| Law | 12 | ... | ... |
| Classical Literature and Language | 140 | 20 | 14.29 |
| Romantic Language and Literature | 361 | 13 | 3.60 |
| German, Slavic and Teutonic Languages | 27 | 3 | 11.11 |
| Literary History and Collec- tions | 339 | 9 | 2.65 |
| English and American Lit. | 1184 | 56 | 4.73 |
| Physical Sciences | 462 | 31 | 6.71 |
| Medicine | 354 | 10 | 2.82 |
| Agriculture, Plant and Animal Industry | 34 | 3 | 8.82 |
| Home Econ. and Technology | 435 | 29 | 6.67 |
| Naval Science | 24 | ... | ... |
| Bibliography and Library Science | 90 | 4 | 4.44 |
| Total | 9101 | 419 | 4.6 |

the library, 4.6 per cent are duplicates. The areas of classical literature and language with 14.29 per cent and German, Slavic and Teutonic languages with 11.11 per cent have the greatest number of duplicates in the collection. The least number of duplicates is found in geography and anthropology with 1.27 per cent and American history (including Negro history) with 2.29 per cent duplicates.

The avoidance of duplication can be as big a problem as over-duplication. Since the library is weak in all subject areas, it is recommended that more volumes and duplicate titles be purchased.

Summary

The greatest number and proportion of titles and volumes are found in the areas of English and American literature, American history (including Negro history), European and miscellaneous history and philosophy, while the greatest number of duplicates are in German, Slavic and Teutonic languages, agriculture and plant and animal industry.

CHAPTER III

EVALUATION BY CHECKLISTS

Frequently checklists are used to measure the library's collection. By this method, a list of "best" books is selected and the library's catalog is then checked to see how many of the listed titles are found in the library.¹ Usually these lists represent the close study and judgment of subject specialists and librarians, thereby, making it possible for specific subject areas to be analyzed effectively.

General Book Collection

The lists "750 Desirable 1958 Books For The Lower-Division College Library"² and "750 Desirable 1959 Books For The Lower-Division College Library"³ were compiled by Robert Jordan, Librarian at Taft College, Taft, California, to help librarians and instructors in lower-division colleges to select some of the best books from the thousands published each year.⁴ "One Thousand 1960 Books For The Lower-Division College Library"⁵ was compiled by Dr. R. C. Jones, Director of Library Services, American River Junior College, Sacramento, California. The 1960 list was increased to a thousand to make the total of the three lists, 2,500.⁶ These three lists were used as checklists for the general book collection of the Spelman College Library.

¹McDiarmid, op. cit., p. 104. ²Jordan, op. cit.

³Ibid.

⁴Ibid., p. 1.

⁵Jones, op. cit.

⁶Ibid., p. 101.

Table 3 shows that the library holds 44 or 5.87 per cent of the 750 titles on Jordan's List of "750 Desirable 1958 Books For The

TABLE 3

HOLDINGS OF GENERAL BOOKS ON "750 DESIRABLE 1958
BOOKS FOR THE LOWER-DIVISION COLLEGE LIBRARY,"
COMPILED BY ROBERT T. JORDAN

| Subject Areas | Number of Titles on Jordan List | Number of Titles Held by Library | Per Cent of Titles Held by Library |
|--|---------------------------------------|--|--|
| Art | 32 | 3 | 9.38 |
| Business and Economics | 32 | 5 | 15.63 |
| Counseling and Guidance | 14 | 1 | 7.14 |
| Health and Physical Education | 29 | ... | ... |
| Home Economics | 8 | 1 | 12.50 |
| Industrial and Vocational | 16 | 1 | 6.25 |
| Literature (English, Biography, Fiction) | 38 | 7 | 18.42 |
| Drama and Speech | 35 | 7 | 20.00 |
| Poetry | 12 | ... | ... |
| Recent Fiction | 40 | ... | ... |
| Mathematics | 14 | 2 | 14.29 |
| Miscellaneous (General reference, Publishing and Librarianship) | 14 | ... | ... |
| Music | 20 | ... | ... |
| Science and Engineering | 60 | 1 | 1.67 |
| Biology | 39 | 2 | 5.13 |
| Chemistry | 14 | ... | ... |
| Geology | 16 | ... | ... |
| Physics | 10 | ... | ... |
| General Education | 17 | 1 | 5.88 |
| Geography and Travel | 14 | ... | ... |
| History | 100 | 3 | 3.00 |
| History-California | 10 | ... | ... |
| Philosophy and Religion | 28 | 2 | 7.14 |
| Political Science | 10 | ... | ... |
| Psychology and Family Relations | 25 | 1 | 4.00 |
| Sociology and Anthropology | 50 | 4 | 8.00 |
| Social Science | 56 | 4 | 7.14 |
| Total | 750 | 44 | 5.87 |

Lower-Division College Library."¹ The library in terms of this list is strongest in drama and speech and English literature, negative in 11 areas and generally weak in all areas.

Table 4 indicates that the library holds 41 of the titles on the

TABLE 4

HOLDINGS OF GENERAL BOOKS ON "750 DESIRABLE 1959
BOOKS FOR THE LOWER-DIVISION COLLEGE LIBRARY,"
COMPILED BY ROBERT T. JORDAN

| Subject Areas | Number of Titles on Jordan List | Number of Titles Held by Library | Per Cent of Titles Held by Library |
|--|---------------------------------------|--|--|
| Art | 33 | 2 | 6.06 |
| Business and Economics | 31 | 1 | 3.24 |
| Counseling and Guidance | 11 | 2 | 18.18 |
| Health and Physical Education | 30 | 1 | 3.33 |
| Home Economics | 9 | 1 | 11.11 |
| Librarianship | 11 | 1 | 9.09 |
| Literature-General | 45 | 6 | 13.30 |
| Literature-Biography | 17 | 2 | 11.76 |
| Drama and Speech | 30 | 9 | 30.00 |
| Fiction | 14 | 1 | 7.14 |
| Poetry | 26 | 2 | 7.69 |
| Recent Fiction | 39 | ... | ... |
| Mathematics | 14 | 1 | 7.14 |
| Miscellaneous (Chess, Hobbies and Publishing) | 3 | 1 | 33.33 |
| Music | 24 | 1 | 4.17 |
| Reference | 7 | ... | ... |
| Science-General | 29 | ... | ... |
| Astronomy | 15 | ... | ... |
| Biology | 37 | ... | ... |
| Chemistry | 10 | 2 | 20.00 |
| Engineering | 11 | 1 | 9.09 |
| Geology | 16 | ... | ... |
| Contemporary Affairs | 37 | ... | ... |
| Education | 26 | 4 | 15.38 |
| Social Science-General | 28 | 1 | 3.57 |
| Geography and Travel | 14 | ... | ... |
| History | 86 | 3 | 3.48 |
| History-California | 11 | ... | ... |
| Philosophy and Religion | 26 | ... | ... |
| Political Science | 20 | 1 | 5.00 |

¹ Jordan, op. cit.

TABLE 4—Continued

| Subject Areas | Number of Titles on Jordan List | Number of Titles Held by Library | Per Cent of Titles Held by Library |
|---------------------------------|---------------------------------------|--|--|
| Psychology and Family Relations | 23 | 5 | 21.74 |
| Sociology and Anthropology | 40 | 2 | 5.00 |
| Physics | 13 | 2 | 15.38 |
| Technical | 17 | ... | ... |
| Total | 750 | 41 | 5.47 |

list of "750 Desirable 1959 Books For The Lower-Division College Library."¹ The library in terms of this list is strongest in the area of drama and speech, negative in 11 other areas and weak in all areas.

Table 5 shows that out of 1000 books on the Jones' List of "One

TABLE 5

HOLDINGS OF GENERAL BOOKS ON "ONE THOUSAND 1960
BOOKS FOR THE LOWER-DIVISION COLLEGE LIBRARY,"
COMPILED BY ROBERT C. JONES

| Subject Areas | Number of Titles on the Jones' List | Number of Titles Held by Library | Per Cent of Titles Held by Library |
|---------------------------|---|--|--|
| General Works | 22 | 2 | 9.09 |
| Philosophy and Psychology | 57 | 5 | 8.77 |
| Religion | 22 | ... | ... |
| Social Science | 211 | 11 | 5.21 |
| Languages | 10 | ... | ... |
| Science | 129 | 6 | 4.65 |
| Applied Science | 125 | ... | ... |
| Fine Arts | 172 | 6 | 3.49 |
| Literature | 103 | 2 | 1.94 |
| History and Business | 149 | 4 | 2.68 |
| Total | 1000 | 36 | 3.6 |

¹

Ibid.

Thousand Books 1960 For The Lower-Division College Library"¹ the library holds 36 or 3.6 per cent. The collection is strongest in the area of science and fine arts, negative in three other areas and weak in all areas.

Titles recommended on the Jordan Lists and the Jones List in the negative and weak areas of the library should be considered for purchase. Special attention should be given to those areas in which majors are offered.

Reference Collection

The adequacy of the library's collection is largely determined by its reference collection. The book collection should not only contain the standard books of general reference, but standard reference books useful in the specific fields covered by the curriculum of the college.² "Despite the existence of an intelligent and resourceful reference personnel, services on both an informational and research level will not be fruitful unless a well-selected and adequate collection of tools is assembled."³ Under these conditions, research can be carried on by students and faculty members.

The Classified List of Reference Books and Periodicals For College Libraries⁴ was used to evaluate the Spelman College Library's

¹ Jones, op. cit.

² Lyle, op. cit., p. 248.

³ L. R. Wilson and M. F. Tauber, The University Library (New York: Columbia University Press, 1956), p. 218.

⁴ The Southern Association of Colleges and Secondary Schools, op. cit.

reference collection. This compilation is the result of cooperative efforts of librarians, subject specialists and teachers. In compiling this list the 11 librarians chosen for the job tried to keep before them the needs of four-year undergraduate colleges as reflected by the curricula of colleges affiliated with the Southern Association.¹ The list is divided into five subject areas with periodicals listed at the end of each area.

Table 6 shows the general reference books held by the library

TABLE 6

HOLDINGS OF GENERAL REFERENCE BOOKS ON THE
CLASSIFIED LIST OF REFERENCE BOOKS AND
PERIODICALS FOR COLLEGE LIBRARIES

| Subject Areas | Number of Titles on the S. A. List | Number of Titles Held by Library | Per Cent of Titles Held by Library |
|-----------------------------------|--|--|--|
| Atlases | 15 | 3 | 20.00 |
| Bibliography (Trade and National) | 51 | 2 | 3.92 |
| Biography | 29 | 8 | 27.59 |
| Book Selection | 21 | 6 | 28.57 |
| Dictionaries and Encyclopedias | 32 | 13 | 40.63 |
| General | 13 | 4 | 30.77 |
| Indexes and Directories | 18 | 2 | 11.11 |
| Printing and Publishing | 10 | ... | ... |
| Public Documents | 21 | 2 | 9.52 |
| Total | 236 | 40 | 16.95 |

¹
Ibid., p. x.

which are included on the Southern Association List. Out of 236 books on the list the library held 40 or 16.95 per cent of them. The collection is strongest in dictionaries and encyclopedias and biography and weakest in printing and publishing with none of the titles listed.

Table 7 indicates that the library holds seven of the 227 or 3.8 per cent of the books listed in the biological sciences. The area of greatest weakness is in zoology with none of the titles listed. All areas are weak.

TABLE 7

HOLDINGS OF REFERENCE BOOKS IN THE BIOLOGICAL SCIENCES
ON THE CLASSIFIED LIST OF REFERENCE BOOKS AND
PERIODICALS FOR COLLEGE LIBRARIES

| Subject Areas | Number on S. A. List | Number Held by Library | Per Cent of Collection |
|------------------------|-------------------------|---------------------------|---------------------------|
| General | 45 | 3 | 6.67 |
| Botany | 67 | 1 | 1.49 |
| Physiology and Hygiene | 43 | 1 | 2.33 |
| Psychology | 18 | 2 | 11.11 |
| Zoology | 54 | ... | ... |
| Total | 227 | 7 | 3.08 |

A major is offered in the curriculum of the college in biology. A course in biology and psychology is required of all students. Titles in the area of the biological sciences should be considered for purchase to support the courses offered.

Table 8 indicates that of the 391 books on the Southern Association List in the area of humanities, the library holds 73 or 18.67 per

TABLE 8

HOLDINGS OF REFERENCE BOOKS IN THE HUMANITIES
ON THE CLASSIFIED LIST OF REFERENCE BOOKS
AND PERIODICALS FOR COLLEGE LIBRARIES

| Subject Areas | Number on S.A. List | Number Held by Library | Per Cent of Collection |
|--|------------------------|---------------------------|---------------------------|
| Fine Arts: General | 8 | 2 | 25.00 |
| Fine Arts: Art | 48 | 12 | 25.00 |
| Fine Arts: Music and Dance | 46 | 6 | 13.04 |
| Language and Literature: General | 57 | 16 | 28.07 |
| Language and Literature: Classic | 26 | 4 | 15.38 |
| Language and Literature: English and American | 72 | 14 | 19.44 |
| Language and Literature: French | 32 | 1 | 3.13 |
| Language and Literature: German | 24 | 1 | 4.17 |
| Language and Literature: Italian | 11 | ... | ... |
| Language and Literature: Spanish | 17 | 1 | 5.88 |
| Philosophy and Religion | 50 | 16 | 32.00 |
| Total | 391 | 73 | 18.67 |

cent. The areas of greatest weakness in this area are French, German, Italian and Spanish. Because the college offers majors in French and Spanish those titles recommended in these areas should be considered for purchase to support the courses offered.

Table 9 shows that the library held six or 3.08 per cent of the

195 physical science books on the Southern Association List. The library is weak in all of these areas. Further examination of the List shows that Spelman College offers courses in only three areas; chemistry, mathematics, in each of which a major is offered and physics in which a minor is offered.

TABLE 9

HOLDINGS OF REFERENCE BOOKS IN THE PHYSICAL SCIENCES
ON THE CLASSIFIED LIST OF REFERENCE BOOKS AND
PERIODICALS FOR COLLEGE LIBRARIES

| Subject Areas | Number on S.A. List | Number Held by Library | Per Cent of Collection |
|---------------|------------------------|---------------------------|---------------------------|
| General | 26 | 2 | 7.69 |
| Chemistry | 50 | 1 | 2.00 |
| Engineering | 53 | 1 | 1.89 |
| Geology | 30 | ... | ... |
| Mathematics | 17 | 1 | 5.88 |
| Physics | 19 | 1 | 5.26 |
| Total | 195 | 6 | 3.08 |

Of the 436 basic social science reference books on the Southern Association List (see Table 10) the library has 70 or 16.06 per cent. This area includes education, history and sociology in which quite a few students choose majors. For this reason it is felt that the material held is inadequate.

TABLE 10

HOLDINGS OF REFERENCE BOOKS IN THE SOCIAL SCIENCES
ON THE CLASSIFIED LIST OF REFERENCE BOOKS AND
PERIODICALS FOR COLLEGE LIBRARIES

| Subject Areas | Number on S.A. List | Number Held by Library | Per Cent of Collection |
|------------------------|------------------------|---------------------------|---------------------------|
| General | 48 | 15 | 31.25 |
| Audio-Visual | 6 | 1 | 16.67 |
| Business and Economics | 78 | 3 | 3.85 |
| Education | 52 | 14 | 26.92 |
| Geography | 34 | 2 | 5.88 |
| History | 86 | 10 | 11.63 |
| Librarianship | 31 | 11 | 35.48 |
| Political Science | 63 | 10 | 15.87 |
| Sociology | 40 | 4 | 10.00 |
| Total | 436 | 70 | 16.06 |

Periodicals

Studies show that there is a definite correlation between the general adequacy of the library's book collection and the adequacy of its current periodical collection.¹ "Periodicals are the backbone of the college library's reference materials."² Those which are indexed should be bound to insure greater and longer use. "These are not only useful for current information, but they fulfill the general cultural

¹
Lyle, op. cit., p. 399.

²
Ibid., p. 275.

reading function of the library."¹

The Southern Association's Classified List Of Reference Books And Periodicals² was used to evaluate the periodical collection. Table 11 indicates that the library subscribes to 74 or 13.55 per cent of the 546 periodicals recommended on the Southern Association List. The collection was strongest in the general and social sciences areas and weak in all other areas. The library binds only six of its 74 periodicals.

TABLE 11

HOLDINGS OF PERIODICALS ON THE CLASSIFIED LIST OF
REFERENCE BOOKS AND PERIODICALS FOR
COLLEGE LIBRARIES

| Subject Areas | Number on S.A. List | Number Held by Library | Per Cent of Collection | Number Bound |
|---------------------|---------------------------|------------------------------|------------------------------|-----------------|
| General | 64 | 26 | 40.63 | 1 |
| Biological Sciences | 67 | 2 | 2.99 | ... |
| Humanities | 134 | 9 | 6.72 | ... |
| Physical Sciences | 86 | 2 | 2.33 | 2 |
| Social Sciences | 195 | 35 | 17.95 | 3 |
| Total | 546 | 74 | 13.55 | 6 |

Audio-Visual and Non-Book Materials

The audio-visual program at Spelman College has been coordinated by the librarian since its infancy in 1955. The librarian is responsible for providing faculty members with informational resources for selecting materials, obtaining film and other audio-visual materials and arranging

¹

Wilson, op. cit., p. 372.

a time and place for using them.

Audio-visual materials including film, filmstrip, recordings, and tapes are an integral part of modern instruction, and every college library must concern itself with them. The library should take the initiative for providing them, if no other agency on campus has been assigned this responsibility.¹

Table 12 shows the audio-visual and non-book materials held by the library for the benefit of the Spelman faculty and students. The library owns 26 biological films for use by the biology department. Films for classroom use are obtained primarily from the Georgia State Department of Education, the Georgia State Department of Health and the University of Georgia. Filmstrips are owned also by the library. On the whole, the filmstrips cover the areas of history, home economics and geography.

TABLE 12

AUDIO-VISUAL MATERIALS HELD BY THE
SPELMAN COLLEGE LIBRARY

| Audio-Visual Material | Number of Items Held by College |
|-------------------------------|------------------------------------|
| Figures | 2 |
| Sound Seminars | 6 |
| Film (16mm) | 26 |
| Pictures (framed) | 26 |
| Maps | 104 |
| Tape Recordings | 116 |
| Filmstrips | 121 |
| Records (LPs) | 169 |
| Pictures (unframed) | 180 |
| Total | 750 |

¹
op. cit. The Southern Association of Colleges and Secondary Schools,

²
"Standards for College Libraries," op. cit., p. 274.

Further examination of Table 12 shows that the library owns 169 recordings which were selected by the librarian and some members of the music department to support the courses offered in music and music appreciation.

In order for the audio-visual program to be effective there must be adequate facilities and equipment.¹ The library has a viewing room for seeing films and filmstrips and a listening and viewing room for listening to records and viewing television. The library also owns three record players, two tape recorders, three filmstrip and slide projectors, one 16mm movie projector, two screens and one television set.

Summary

The concern of this chapter has been to check the titles of books on checklists against the card catalog and shelf list file of the Library of Spelman College to see if these titles were represented in the collection. In each area an effort was made to see if the collection was adequate in relation to the needs of courses in the curriculum and in terms of the recommended titles on the list used.

General book collection.--The library's collection was checked against "750 Desirable 1958 Books For The Lower-Division College Library,"² "750 Desirable 1959 Books For The Lower-Division College Library"³ and "One Thousand 1960 Books For The Lower-Division College Library"⁴

¹Lyle, op. cit., p. 308.

²Jordan, op. cit.

³Ibid.

⁴Jones, op. cit.

and was found to be strongest in the areas of drama and speech and English literature and weak in all areas. Titles recommended in negative and weak areas should be considered for purchase.

Reference book collection.--The library's collection was checked against The Classified List of Reference Books and Periodicals For College Libraries of the Southern Association of Colleges and Secondary Schools.¹ In the area of general reference books the library holds 40 or 16.95 per cent of the 236 books on the list. The collection is strongest in dictionaries and encyclopedias and biography and weakest in printing and publishing with none of the titles listed.

The library holds seven of the 227 books in the area of the biological sciences. The area of greatest weakness was in the area of zoology with none of the titles listed. All areas were weak. In the humanities, the library holds 73 or 18.67 per cent of the 391 books on the list. The areas of greatest weakness were French, German, Italian, and Spanish languages. The library collection contains six of the 195 books in the physical sciences. The holdings in all areas of the physical sciences are considered weak.

Of the 436 basic social science reference books on the Southern Association's Classified List of Reference Books and Periodicals for College Libraries² the library has 70 or 16.06 per cent and it is strongest in general social science reference books.

It is suggested that titles in all areas, the general reference,

¹
The Southern Association of Colleges and Secondary Schools,
op. cit.

²
Ibid.

biological sciences, humanities, physical sciences and social sciences be suggested for purchase as funds allow. Special attention should be given to those areas in which the College offers majors.

Periodicals.--The library subscribes to 74 of the 546 periodicals recommended on the Southern Association List. The collection is strongest in the general and social science areas and weak in all other areas. Only six of the 74 periodicals subscribed to are bound. Those titles recommended in the weak areas should be considered for purchase.

Audio-visual and non-book materials.--The audio-visual program is coordinated by the librarian. The collection consists of films, filmstrips, records, tape recordings and the necessary equipment to provide for the use of the audio-visual materials.

CHAPTER IV

CONCLUSION AND RECOMMENDATIONS

The library is an institutional necessity and a significant part of the educational apparatus of the college. Its chief objective is to serve satisfactorily as well as effectively. Hence, the library's performance is largely determined by its adequacy to fulfill the needs of its patrons. The materials collection of the Spelman College Library has been examined closely in this study to detect its strengths and weaknesses.

A conscientious study of the materials of the Spelman College Library disclosed that the holdings are inadequate to serve in the best interest of all concerned. Further, this study showed that the collection falls below the minimum of 50 per cent of the titles on the checklists used for evaluative criteria in quantity, quality and recency of titles.

Although the library cannot be judged by the number of volumes it holds it can be judged by the quality of the titles. The Spelman College Library holds many titles that are appropriate for the needs of the college.

During this study, research has revealed that many of the library's inadequacies are the result of financial limitations. Fortunately, the Spelman College Library has recently been the recipient of a \$10,000 grant from the Kellogg Foundation which is to be spent over

a three-year period to strengthen the educational program of the college.

In view of this, the following recommendations are made:

1. Consistent cooperation between the faculty and the library staff to improve the collection.
2. An increase in subscriptions to reference periodicals and an increase in budget for binding.
3. Carry on further research to determine the adequacy of the collection in regards to bibliographies in textbooks, faculty reading lists and through the descriptions of unanswered requests of borrowers.

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